*Preparing Teachers to Teach with Technology.* Charalambos Vrasidas & Gene V. Glass.

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*Preparing Teachers to Teach with Technology* edited by Charalambos Vrasidas & Gene V. Glass is an edited series of case studies which have been conducted on the process of readying teachers to use technology for instruction in the classroom. The case studies in this book provide evidence that effective technology-infused instruction is not gleaned from exposure to technology. It is rather, a process, by which “first-hand experience, active doing, and deep reflection” (p. xvii) are required.

Charalambos Vrasidas is the co-founder and Executive Director of CARDET- Centre for the Advancement of Research & Development in Educational Technology and Associate Professor of Learning Technologies at Intercollege. Gene V. Glass is the other co-founder of CARDET as well as Regents’ Professor in the College of Education, Arizona State University. Both authors’ expertise and technological background are of great value in the compilation of case studies in this book.

Vrasidas and Glass, divide the book into three parts: In-Service Teacher Education, Pre-Service Teacher Education, and Teacher Educators. By dividing the book into three fundamental parts the authors are better able to pinpoint distinct issues in the integration process of technology in the classroom. The collection of case studies rule out many misconceptions about teachers being unwilling or too ignorant to integrate technology into their instructional practices. It also lays to rest any misconceptions of new technology, in and of itself being a panacea for technology in education. Most importantly, the case studies in this book eradicate the most prevalent assumption that teachers only need exposure to high-tech tools to bore an educational environment efficient in technological advances. Evidence is also provided in the series disproving young teachers to be automatic techno-gurus with instinctive knowledge of how to use technology effectively in the classroom (p. 202).The authors address the fact that even young teachers in today’s classrooms, however techno-savvy, are not products of technology-rich classroom environments. Due to teachers drawing inspiration from their own classroom experiences, these young techno-savvy teachers still do not have background knowledge of how technology is effectively integrated into the classroom. More seasoned teachers have gotten a bad reputation of being unwilling to learn about technology or unwilling to change their instructional practices (p. 59). The series of case studies included in this book also discredit this notion by depicting technology integrated instruction as a process in which individuals must practice and learn for themselves. The ubiquitous idea of a technology-education revolution will begin to take place when teachers who are products of technology-infused educational programs come enter the scene.

The purpose of the book to gain an understanding of where the relationship of education and technology went wrong was achieved by sectioning education into pre-service, in-service, and teacher education. This broken down concept allows technology in education to be seen from many perspectives and thusly diagnosed. In my experience, it is a time-consuming and strenuous process to use technology efficiently in the classroom. The book also used a wonderful demonstration of technology-infused instruction being unsuccessful due to being measured my archaic educational practices. Although there was a lot of advantageous information in the pages of this text, reading it proved to be a taxing endeavor due to its convoluted nature.

Reference

Glass, G. V., Vrasidas, C. (2005). *Preparing teachers to teach with technology*. Greenwich, CT:

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